

**Unit Name:** Inclusive Learning Through Drama

**Lesson name:** Acting With Auslan Sign Language

**Stage:** 1

**Duration:** 60 minutes

### Lesson Overview

Students explore different types of communication through sign language and body movements as a form of dramatic expression. Students learn the Auslan alphabet and how to introduce themselves, spell their names and ask someone's name in Auslan (Australian Sign Language). This lesson is a continuation from the previous lesson 'Fun with Auslan Sign Language'.

### Lesson Outcomes

**A student will learn to:**

- make meaning through the forms of drama (e.g. improvisation, movement, mime, storytelling, readers theatre and puppetry)
- communicate and express their everyday and imagined experiences in drama as a way to create meaning about them.

**A student will learn about:**

- engaging in the elements of drama to develop the action of the drama
- making decisions about role, situation, space, voice and movement
- viewing character relationships in live performances and screen drama symbols.

Syllabus Outcomes	Teaching, Learning and Assessment
<p><b>DRAMA</b></p> <p><b>Making DRAS1.1</b> Takes on roles in drama to explore familiar and imagined situations.</p>	<p><b>TEACHING</b></p> <p><b>Introduction:</b> Refresher from previous lesson '<u>Fun with Auslan Sign Language</u>'</p> <p>Teacher Note: <b><i>Do's and Don'ts of Learning Auslan Guide</i></b></p> <ol style="list-style-type: none"> <li>1. Teacher asks: <i>Who can remember what Auslan sign language is? Can you remember any of the signs from our last lesson?</i></li> </ol>

<p><b>DRAS1.2</b> Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.</p> <p><b>Performing</b></p> <p><b>DRAS1.3</b> Interacts collaboratively to communicate the action of the drama with others.</p> <p><b>Appreciating</b></p> <p><b>DRAS1.4</b> Appreciates dramatic work during the making of their own drama and the drama of others.</p> <p><b>EN1-1A</b> Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.</p> <p><b>EN1-1A</b> Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.</p>	<p>2. Teacher refreshes students on previously learnt signs and actions: <a href="#">monkey</a>, <a href="#">bird</a>, <a href="#">rabbit</a>, <a href="#">fish</a>, <a href="#">climb</a>, <a href="#">fly</a>, <a href="#">dig</a>, <a href="#">swim</a>.</p> <p><b>Warm up Game:</b> Simon Says with sign language</p> <ol style="list-style-type: none"> <li>1. Whole class stands in a circle.</li> <li>2. Teacher gives an instruction to the class that begins with “<i>Simon Says</i>” followed by asking the students to perform an animal or action sign they have learnt in the previous activity e.g. “<i>Simon Says, do the Auslan sign for Monkey</i>”, “<i>Simon Says, say monkey</i>” or “<i>Simon Says, do your own sign for a monkey</i>”.</li> <li>3. Students must then respond to the teacher by either signing, saying or acting out the word for monkey.</li> <li>4. Teacher continues this activity by asking students to either sign/act or say different animal words.</li> <li>5. Teacher may randomly say “<i>do the sign for .....</i>” without saying “<i>Simon Says</i>” before the instruction. The students that sign/act or say the word are out of the game.</li> <li>6. This can be repeated with students taking turns and being the director (Simon) of the game as well.</li> </ol> <p>Extra visual displays: <b>Visuals for Simon Says</b>, <b>Visuals for animals and actions</b> and <b>Large Animal Pictures</b>.</p> <p><b>LEARNING</b></p> <p><b>Activity 1:</b> Auslan Finger Spelling ‘My Name’</p> <ol style="list-style-type: none"> <li>1. Whole class sits at the front of the class.</li> <li>2. Teacher takes the whole class through each letter on the <b>Auslan - Fingerspelling Alphabet Chart</b>. Students are to use their dominant hand for learning the signs.</li> <li>3. Teacher provides each student with an <b>Auslan - Fingerspelling Alphabet Chart</b>.</li> <li>4. Students watch <a href="#">Learn the Alphabet - Auslan Signs</a> YouTube video.</li> <li>5. Teacher takes students through the Auslan alphabet a few times to help cement knowledge.</li> <li>6. Teacher sends students to their desks.</li> <li>7. Teacher gives each student a copy of <b>Auslan - Fingerspelling Alphabet Chart</b>. Students cut out the letters of the alphabet for their name and glue the letters on a sheet of paper. Teacher can display <b>Simple instructions</b> as a guide.</li> <li>8. Students practice signing their name.</li> </ol> <p><b>Activity 2:</b> Auslan Finger Spelling ‘What is your name?’</p> <ol style="list-style-type: none"> <li>1. Students learn how to ask “What is your name” and say “My name is” by watching the YouTube video <a href="#">What's your name? My name is... in Auslan</a>.</li> </ol>
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	<ol style="list-style-type: none"> <li>2. Teacher explains <a href="#">syntax</a> to the class about how different languages may have different orders of words to get across the same meaning. (Here is a visual of the differences between <b>English to Auslan (What is your name)</b> and <b>English to Auslan (Hello my name is)</b> syntax for the sentence what is your name? And hello my name is...).</li> <li>3. Teacher displays Auslan words and teaches Signbank words for introducing self-using <b>words</b> cards. <a href="#">Hello, My, Name.</a></li> <li>4. Students now finger spell their name using the Auslan alphabet and their sheets from the activity above.</li> <li>5. Teacher displays Auslan words and teaches Signbank words for what is your name? (Syntax in Auslan: <a href="#">Your Name What?</a>).</li> <li>6. Students form groups of 3-4 and practise greeting each other and asking their names.</li> <li>7. Students who feel confident in signing can extend their knowledge by accessing <a href="#">Auslan Signbank</a> to learn more words.</li> <li>8. Students return to their desks or to the front of the class.</li> </ol> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>- <i>How did you feel, when communicating in Auslan?</i></li> <li>- <i>What was it like not to use oral language?</i></li> <li>- <i>Are there some other words you would like to learn in Auslan?</i></li> <li>- <i>When are some good times you could use Auslan?</i></li> </ul> <p><b>ASSESSMENT</b></p> <p>Differentiate any assessment to student’s needs as required.</p> <p><a href="#">Auslan Assessment</a></p>
<p><b>Adaptations, Considerations and/or Adjustments</b></p>	<p><b>Physical:</b> All the signs for Auslan in this lesson can be done sitting down or standing up. Students can also use drawings, speech or text instead of Auslan as forms of communication in the activity.</p> <p><b>Vision:</b> Ask student if they are comfortable being touched and would like some assistance to make the shapes. If so, have an adult or classmate show them the sign by moving their hands and arms in the shapes of the Auslan sign. Students will also need verbal instruction to explain the sign bank clips. Have a classmate explain the actions used for guessing the animal, e.g. Rabbit: “thumb is placed on the side of the head at the temple. Index and middle finger bend down and up 3 times together while the other two fingers stay down”. Resources can be printed in a larger size. Students can use oral language and devices as an alternative to Auslan.</p> <p><b>Hearing:</b> Provide Optical magnifiers or Include visuals to support lesson activities. Have instructions written simply on the board. Some assistance or sound device may be needed for</p>

direction on the whole task. Have **Instructions for acting with Auslan sign** for students to read, **English to Auslan**.

**Sensory:** The Auslan language is quiet, however class can become quite noisy when it comes to students doing their own acting. Students sensitive to sound might like to use headphones (check there are some ready). Have the student's chair set up in a place they are comfortable. Have a place children can go if they need some quiet time.

**Non-verbal:** Encourage students to use sign language as well as movement to show which animal they are acting out. Have **Animal Pictures** and **Animal Cards** ready for students to look at and use. Ask students yes/no questions. Have visuals ready for lesson [What's your name? My name is... in Auslan](#), [English & Auslan](#), [Learn the Alphabet - Auslan Signs](#) and [Auslan fingerspelling the Alphabet](#).

**EAL/D:** Show pictures of the **Individual Animal Pictures** first, and ask what they call the animal in their first language before trying to teach them the Auslan sign.

**Other:** Think about how this may affect students in your class and make any adaptations you feel necessary. Allow space for students who need to move around more. Allow students alternative ways to communicate their knowledge of the task. Could be through acting, hand gestures or oral language. Set individual goals for students e.g. communicate one animal instead of all of them. Only learn the letters from their name instead of the whole alphabet, or practise just part of the alphabet, e.g. vowels. Vowels are on top of each finger so your dominant hand points to tip of the thumb of the other hand for (a), then (e) is on tip of index, (i) is on tip of middle, (o) is on tip of ring finger, and (u) is on tip of pinky [Auslan Vowels](#). For performance refusal or avoidance, have students work in a smaller group or with only one other student.

## Resources

- [Auslan](#) - Auslan Signbank
- [What's your name? My name is... in Auslan](#) - Rose Tasci (YouTube)
- [Auslan - Fingerspelling Alphabet Chart](#) - Sign Language Forum
- [Learn the Alphabet - Auslan Signs](#) - Itty Bitty Stars (YouTube)
- [Do's and Don'ts of Auslan](#) - Blue Sky Community Services

## Resources for Adjustments (if applicable)

- [Individual Animal Pictures](#) - Blue Sky Community services
- [Animal Pictures](#) - Blue Sky Community services
- [Animal Cards](#) - Blue Sky Community services
- [Visuals for Simon says](#) - Blue Sky Community services
- [Auslan Vowels](#) - Wikihow
- [Simple instructions for acting with Auslan sign](#) - Blue Sky Community Services
- [Simple Instructions for cutting and pasting names](#) - Blue Sky Community Services

Lesson Evaluation/Reflection	Yes
The lesson adequately addresses syllabus outcomes.	<input type="checkbox"/>
The lesson reflects the needs, interests and abilities of all students.	<input type="checkbox"/>
The lesson provides an opportunity for students to demonstrate what they know and can do.	<input type="checkbox"/>
The lesson includes a variety of teaching and learning activities, and resources to address the learning needs of all students.	<input type="checkbox"/>
Additional comments and suggestions for improvement:	

# Do's and Dont's for Learning Auslan

## DO:

- relax and have fun!
- try to be flexible
- leave any inhibitions at home (you need to become comfortable with using your body, especially making facial expressions, you will need to touch your body and face for many signs)
- take risks (you'll probably make a few mistakes but that's okay)
- make eye contact when communicating
- get ready to coordinate visual, spatial and motor skills
- aim for fluid movement so your signs will flow
- copy the teacher (but don't 'mirror' them)
- use your memory to remember signs and where you have located objects in your 'signing space'
- keep your signs within the 'signing space' in front of your body.

## DON'T:

- assume
- be patronising (you are no better than a deaf person just because you can hear)
- exaggerate lip movements
- imitate the sounds deaf people make
- hide your eyes or look away when communicating
- ask other students when you can't remember a sign (it's better to ask the teacher)
- disagree with the teacher or correct their signing (you may have learnt a different sign or a variation of a sign from someone else - consider this to be part of the rich diversity of Auslan).

# Do's and Dont's for Communicating with Deaf People

## DO:

- get the deaf person's attention first (touch them on the shoulder, flash the lights or stamp on the floor) - if they're not looking at you then they're not 'listening' to you
- ask how they would prefer to communicate (lip-reading, body movements, gesturing, signing, with an interpreter, writing etc.)
- position yourself slightly further away than normal speaking distance so all gestures can be seen in the visual field (Note: if the person is hearing impaired rather than deaf, position yourself at a normal speaking distance)
- maintain eye contact
- remain at the same eye level if possible
- use visual cues
- use simple language and gestures
- speak clearly, normally and at a normal rate (for the benefit of hard of hearing people you can speak slightly louder than normal)
- check you've been understood
- try rephrasing or communicating in a different way if not understood
- reduce background noise (hard of hearing only)
- have good lighting without light shining into their eyes.

## DON'T:

- assume
- be patronising (remember our attitude can be their greatest challenge)
- chew, eat or cover your mouth or face while talking
- shout or exaggerate lip movements
- repeat the same thing over and over again
- speak directly into their ear
- hide your eyes with sunglasses.





**A monkey climbing**



**A rabbit digging**



**A fish swimming**



**A bird flying**

# ANIMAL PICTURES



**A monkey climbing**



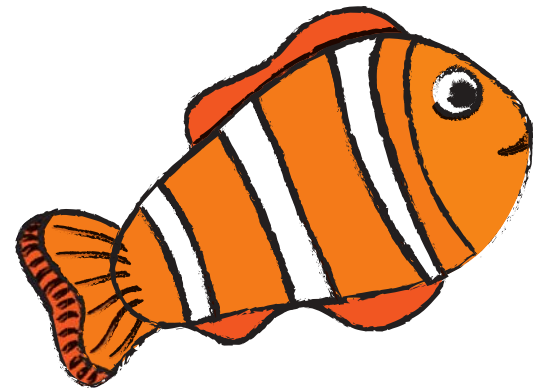
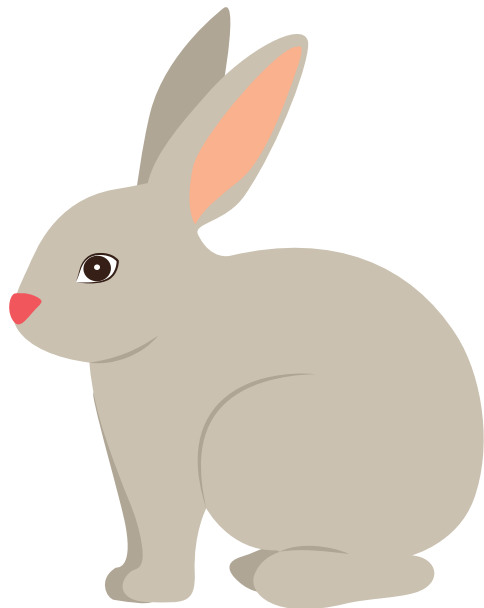
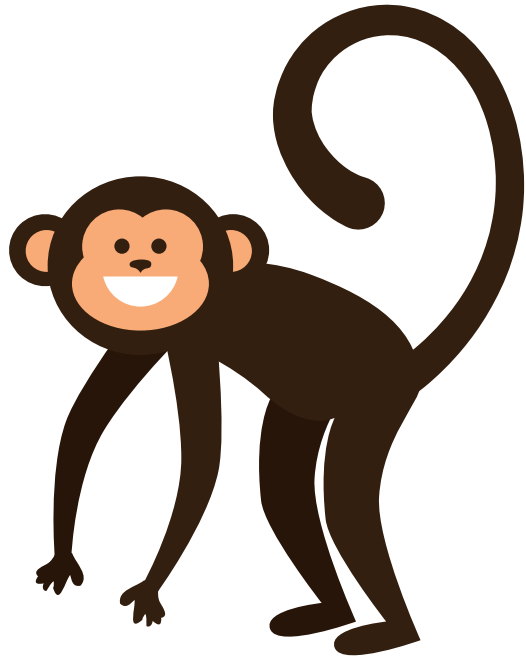
**A bird flying**



**A rabbit digging**



**A fish swimming**



SAY

ACTION

SIGN

# Simon Says



monkey



bird



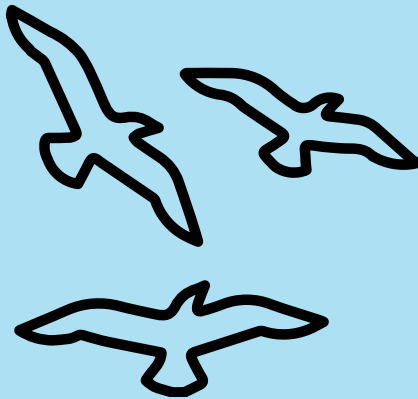
rabbit



fish



climb



fly



dig



swim



## Instructions for acting with Auslan sign

1. Learn Auslan Alphabet
2. Learn greeting
3. Introduce yourself in Auslan
4. Ask someone's name in Auslan
5. Practise adding different emotions to greetings

1. Cut out the Auslan letters for your name

2. Glue letters of your name on to a piece of paper

1.



2.

